

DOCUMENT RESUME

ED 141 914

EA 009 726

AUTHOR Landry, Leonard P.; And Others
TITLE A School Improvement-Accountability Process Kit. PAK
No. 2.4--Refining Goals and Developing Operational
Philosophy.
INSTITUTION Colorado State Dept. of Education, Denver.
Accreditation and Accountability Services Unit.
PUB DATE 73
NOTE 24p.; For related documents, see EA 009 716-736
AVAILABLE FROM Accreditation and Accountability Service, Colorado
Department of Education, 201 East Colfax, Denver,
Colorado 80203 (\$2.00)

EDRS PRICE MF-\$0.83 HC-\$1.67 Plus Postage.
DESCRIPTORS Administrative Personnel; Advisory Committees;
Behavioral Objectives; Community Involvement;
*Educational Needs; *Educational Objectives;
*Educational Philosophy; Elementary Secondary
Education; *Guidelines; Inservice Programs;
Instructional Materials; *Student Needs; Workshops

ABSTRACT

The purpose of this Personalized Activity Kit is basically threefold. When the participant has performed the steps presented, he will have three products: (1) an improved statement of school goals, (2) a priority list of validated needs, and (3) an operational philosophy. Several steps are involved in developing each of these products, particularly the third one. Workshop activities and facilitator guidelines are included in appendixes.
(Author/IRT)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

A SCHOOL IMPROVEMENT - ACCOUNTABILITY PROCESS KIT

PAK #2.4 - REFINING GOALS AND DEVELOPING OPERATIONAL PHILOSOPHY

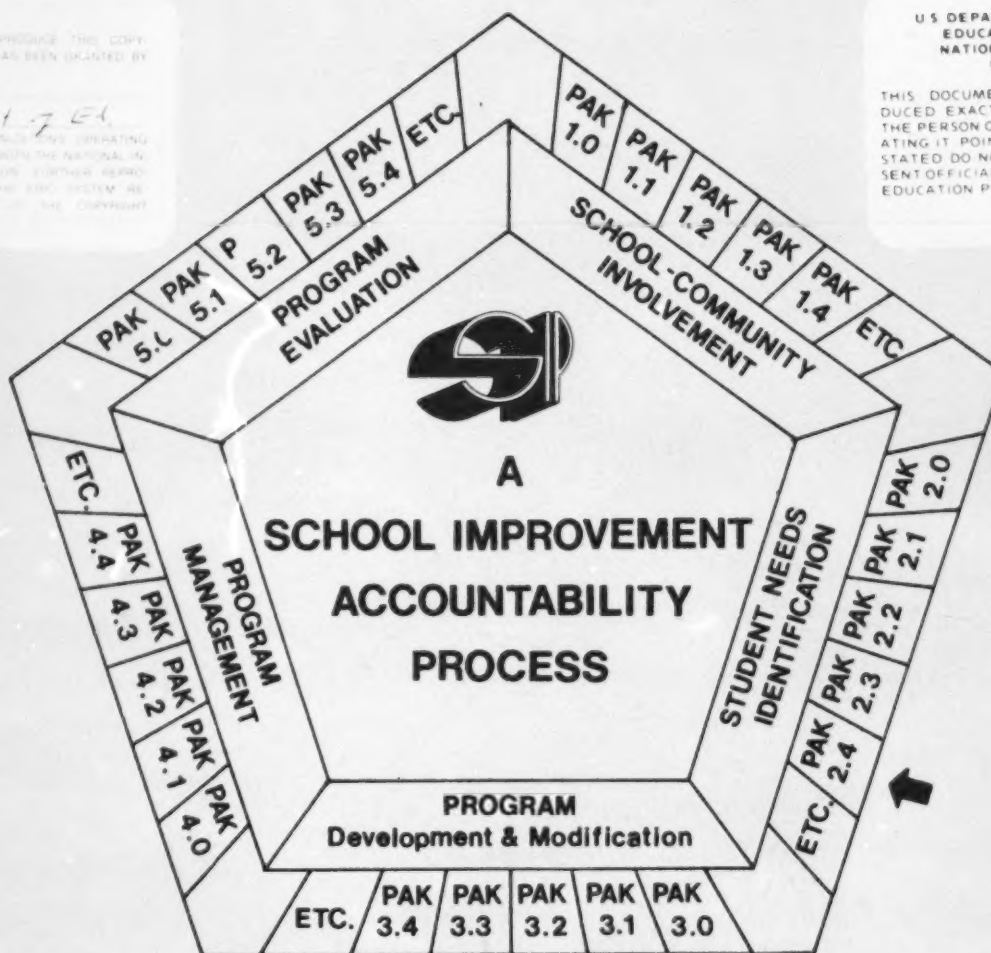
PERMISSION TO REPRODUCE THIS COPY.
RIGHTED MATERIAL HAS BEEN GRANTED BY

Colo. Dept. of Ed.

NO END OR DISSEMINATION OF THIS MATERIAL
SHOULD BE MADE WITHOUT THE NATIONAL IN-
STITUTE OF EDUCATION. FURTHER REPRO-
DUCTION OUTSIDE THE EDC SYSTEM RE-
QUIRES PERMISSION OF THE COPYRIGHT
OWNER.

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY



Personalized Activity Kit (PAK) for use as:

- Individualized Study Guide
- Small Group Study Guide
- Workshop Facilitator's Guide

COLORADO DEPARTMENT OF EDUCATION

Calvin M. Frazier, Commissioner of Education

COLORADO STATE BOARD OF EDUCATION

Mrs. Robin Johnston, Chairman Denver
(First Congressional District)

Lewis E. Stieghorst, Vice-Chairman Littleton
(Second Congressional District)

Bill Graham Beulah
(Third Congressional District)

Allen B. Lamb Windsor
(Fourth Congressional District)

Mrs. Betty Feilbert Aurora
(Fifth Congressional District)

A SCHOOL IMPROVEMENT - ACCOUNTABILITY PROCESS KIT

PAK #2.4 - REFINING GOALS AND DEVELOPING OPERATIONAL PHILOSOPHY

ACCREDITATION AND ACCOUNTABILITY SERVICES UNIT

Eugene R. Howard, Director

OFFICE OF FIELD SERVICES

Stanley A. Leftwich, Assistant Commissioner

COLORADO DEPARTMENT OF EDUCATION

Calvin M. Frazier
Commissioner

Denver, Colorado
July 1975

This PAK was written in 1973 by members of the District
Planning and Accountability Services Unit.

Leonard P. Landry, Director

Joan Harrigan
Edwin Hildebrand
Rachel Rasson
Jerry Villars

Jefferson N. Eastmond, Consultant

Second Printing July 1975

Copyright (c) 1973 by the Colorado Department of Education.
All rights reserved. No part of this document may be reproduced
in any form without permission in writing from the Colorado De-
partment of Education, except that Colorado public school per-
sonnel may reproduce all or any portion of this document for use
in their respective school districts and Boards of Cooperative
Services.

DIRECTIONS FOR THE USE OF THE PAK

Each PAK is designed to be used in three alternative ways: 1) an individual user can work through the packet on his own; 2) a small group may work co-operatively; or, 3) a group of participants may be involved in a workshop situation under the leadership of a facilitator. Experience indicates that the latter is the most desirable situation. While an individual may work through the materials on his own, he misses those shared experiences which come as learners interact in a group situation.

PLEASE NOTE

Because this PAK will be used by many people in your district, please mark only the worksheets supplied by your instructor. Do not mark the pages of this PAK. Sample transparencies and worksheets (for duplication) are included in Appendices A and B.

If you are using PAK materials in a group workshop situation, consult Appendix A for detailed instructions. The diagram on the cover page and diagrams for Appendix A may be used to make overhead transparencies.

If you are working through the PAK individually, follow the general directions listed below:

- . Read content of the PAK.
- . Refer to Appendix A, page 2, for additional instructions.
- . Do the exercises on worksheets copies from Appendix B. (when included)
- . Read the bibliography (when included).

Purpose:

The purpose of this PAK is basically threefold. When the participant has performed the steps presented in this PAK, he will have three products:

1. *An improved statement of school goals*
2. *A priority list of validated needs*
3. *An operational philosophy*

Several steps are involved in developing each of these products, particularly the third one.

Finally, a postscript perspective is included to give some useful tips about how to get underway.

Improve Goals Statement:

Using your priority list of validated needs developed in PAK #2.3, compare this list of revised goals statements we discussed developing in PAK #2.1. Restate each goal to bring goals and needs into agreement. This activity will leave you with two lists:

1. *an improved statement of goals.*
2. *a priority list of validated needs which will give your professional staff some guidelines concerning community expectations as the staff begins to develop programs consistent with the improved goals and critical student needs.*

Both of these lists should be widely circulated in your community to determine community acceptance of your improved goals as verified by your validated needs.

If the community is in general agreement with your improved goals, you will know that your values, facts, policies, needs and goals are consistent and in agreement.

Now your committee is ready to present its findings to your local board of education. This report should recommend that your board adopt the improved goals statement (meeting the requirement of the Educational Accountability Act, Rules and Regulations).

Other actions your committee should consider taking are:

Recommend that the board -

- ° *direct the professional staff to write performance objectives for learners and staff based on the priority list of validated needs and improved goals statement.*
- ° *direct the professional staff to define programs and develop program objectives as required in the Accountability Rules and Regulations.*

When the performance objectives have been written, they should be submitted to your committee for review. The purpose of this review is to check for consistency between goals and objectives. It means the committee asks the right questions so that the staff double checks to see if all objectives lead to the fulfillment of some goal or goals. If these objectives do not contribute to some goal or goals, the committee suggests that the staff make the necessary revisions.

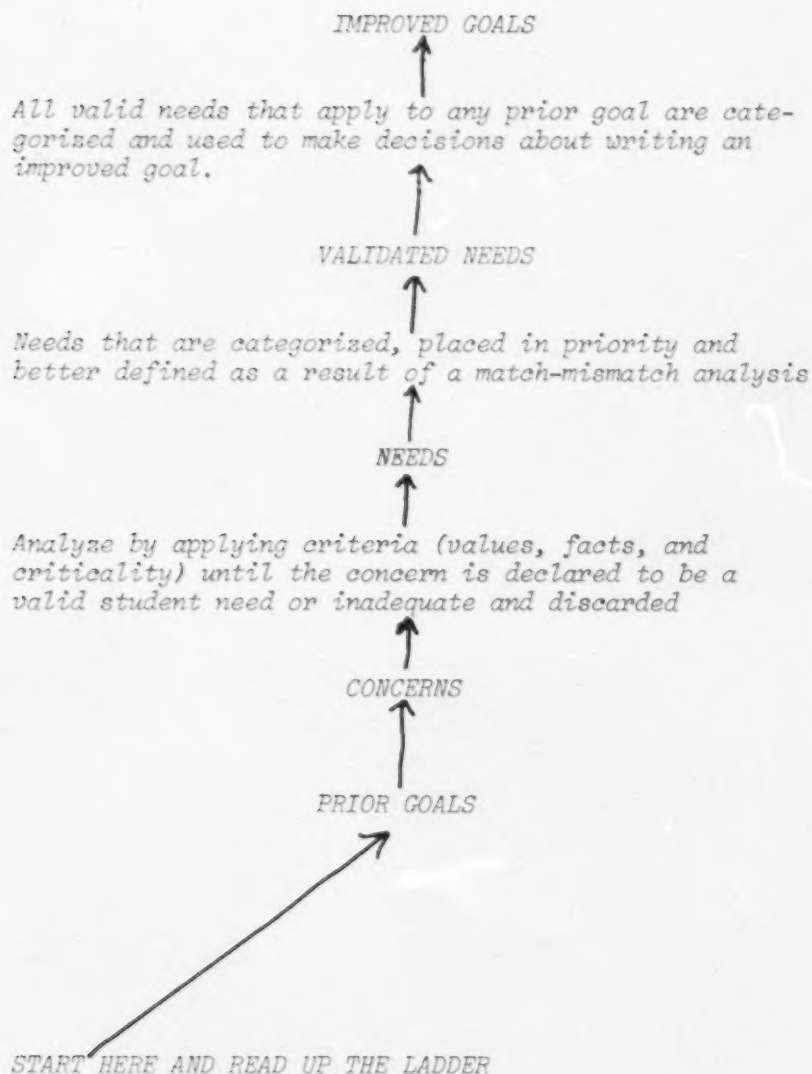
The committee may recommend that the board adopt the performance objectives as written (thus meeting the requirement of the Educational Accountability Act, Rules and Regulations). If, however, your committee believes that certain changes are necessary in the performance objectives, then your committee should recommend to the board that the board direct the professional staff to make the necessary changes.

These directives from your local board of education to the professional staff provide the necessary direction to lead your district into the Program Development step of the educational improvement process. This step begins with:

1. *The defining of programs for an accounting budget format that will give cost information (program-oriented budgeting).*
2. *The development of performance objectives (based on the improved goals and validated needs).*

At this point your district has now advanced to compliance with Section 3.3.3 of the Educational Accountability Act, Rules and Regulations.

A VIEW OF THE STUDENT NEEDS IDENTIFICATION PROCESS



PROCEDURE FOR DEVELOPING AN OPERATIONAL PHILOSOPHY OF
EDUCATION AT THE SCHOOL DISTRICT LEVEL

An operational philosophy of education defines what the school-community believes to be important in helping the learners achieve the district's student-oriented goals statements. The operational philosophy can include such items as:

- ° *what constitutes a productive learning environment*
- ° *in what ways do students learn ... and what should be the role(s) of the teacher in facilitating that learning*
- ° *what resources must be provided to facilitate learning experiences*
- ° *what other responsibilities might the district have to the learners besides intellectual development*
- ° *how do staffing patterns contribute to a productive learning environment?*

A FIRST STEP:

Collect statements of values or beliefs from the school-community. The local accountability committee may wish to do this, or they can form a subcommittee that reports back to the committee. There are many ways to do this. Some of the ways are:

Opinionnaires

Interviews

Meetings (refer back to PAK #2.1 and use the procedure described for Concerns Gathering.)

Use value statements from match-mismatch analysis sheets

Examine several other statements of school philosophy and derive the values implied but not written out. Make adaptations to fit your district, making sure the values are consistent with district goals and student needs.

If each value is written on a separate 3" x 5" card, then the cards can easily be sorted into categories, e.g., instructional methodology, facilities, classroom environment and staffing patterns.

NEXT STEP:

Analyze carefully each set of value or belief statements. Retain those consistent with goals and needs. Discard those that are not consistent.

There are at least three ways to handle this information. A "values bank" can be created in a filing cabinet and referred to for decision making purposes. It is easily updated as changes occur in the school-community value system; however, it is difficult to publicize these statements to all partners in the process.

Another way is to write a narrative statement of the operational philosophy based on the identified values. This should be circulated widely to ensure school-community agreement before it is adopted by the board. A third alternative is to combine both the values bank and the narrative statement.

The example on the next page shows:

- ° *another way to organize your concerns information*
- ° *a way to expand the study to bring in additional factors, e.g., policies, budget, facilities, and projected growth studies.*

The expanded form really helps to see whether or not the actual practices coincide with policies and budget. A budget example of lack of internal consistency may be where a high priority or critical need area is not receiving the budget support it should have while low priority need areas are getting too much. A policy example would be where a policy (library open only certain times) is in conflict with a goal statement (all students should learn to read).

As you collect values statements about concerns, it will help you to ask these questions:

What ought to be? (future time)

What could be? (present time)

As you collect facts, these questions will help:

What is? (present time)

Have facts been carefully separated from assumptions, beliefs, values?

Is the information free from unintended bias?

Is the evidence objective? What is the source of the evidence?

WHAT COMES NEXT?

When the committee has completed its Student Needs Identification study it will have a revised set of student-oriented goals statements and a priority list of critical student needs. Then the committee reports to the board and recommends adoption of its findings. Once the board adopts the committee's recommendations, then the professional staff is ready to begin planning/modifying programs based on the committee's findings.

The committee has a continuing responsibility to gather concerns in order to know whether or not critical needs are being met. It must also keep the public informed about its activities and the progress being made.

TABLE I. ILLUSTRATION OF THE CONCERNS ANALYSIS PROCESS (Concern drawn from the general question: --
"WHAT SHOULD BE THE NATURE OF THE CURRICULUM IN THE HORIZON YEAR X?"

EXPRESSED CONCERN	VALUES (what ought to be)	FACTS (what is)	POLICIES
A special curriculum should be developed for our culturally deprived pupils.	We believe that: Special programs should be provided for the culturally deprived. The curriculum should be tailored to fit the nature of the community. Programs in other communities might be adaptable to this community. It is impossible to justify teaching anything because it is difficult or monotonous <u>per se</u>. Pupils should be motivated by and be enthusiastic about the school curriculum. School programs can be developed to be meaningful and interesting to students.	Few special programs exist but some curriculum objectives and content are appropriate. A heavy proportion of culturally deprived are within the school population. Special curricula for culturally deprived exist outside this community (other districts). The culturally deprived are not satisfied with the current school curriculum.	The school will provide educational opportunity for all pupils. Every student shall be encouraged to develop to the maximum of his or her potential.

An Encouraging Word:

If you are feeling overwhelmed about the job ahead, then the following ideas should provide a measure of comfort.

REMEMBER:

- ° The accountability advisory committee does not have to do all the work. Portions of the work can be assigned to sub-committees with your committee planning and coordinating the work, as well as receiving reports of the sub-committees.
- ° Identifying Needs and Improving Goals are the only tasks which you as a committee must do together. Your committee may decide to form a sub-committee for Analyzing Goals, Gathering Community Concerns and Collecting Facts; or, you may decide that Analyzing Goals and Gathering Community Concerns can be accomplished by a single sub-committee, while another sub-committee works on Collecting Facts once the major concerns have been identified.
- ° Finding out "what is" can be broken down even further with a fact-gathering sub-committee for each area to be studied. As you explore the division of work your committee will identify other means as well.

In making sub-committee assignments consider these questions:

- ° Who should serve on this committee? Is this primarily an educators' assignment, a citizens' assignment, a students' assignment, or a mixed-group assignment?
- ° What is the specific assignment or charge to the sub-committee? What is the deadline for reporting final results back to your committee?
- ° What methods should be used in completing the sub-committee's assignments?
- ° What should be the form of the final report to your committee?
- ° Should a committee member serve as chairman of each sub-committee? If not, what provisions must be made for progress reports to your committee?

As we have stressed, accountability through the educational improvement process is a continuous, ongoing process. The first time your community goes through this process you will require more time because you are not only doing the work, but also learning the process. You may feel that the results of your work are not as good as you would like to see. You may discover that your opinionnaires and questionnaires are not all that they should be. You may well discover that it has been impossible to collect all the necessary facts. The important thing to remember here is that you have all learned from this initial effort. The next time around you will know better what work needs to be done and how to do it. Your opinionnaire and questionnaires will be better and your collection of facts more complete. This continual improvement will occur each time your community repeats the process, and it will bring your community closer each time around to achieving the goals you have developed for your students and your schools. As you look toward the future, you might concentrate on three questions:

1. *What kind of adults do we want our children to be?*
2. *What kind of world will they live in as adults?*
3. *What kind of education will best prepare them to live in that world?*

STUDENTS SHOULD

BE EDUCATED

THE WAY WE WERE

BECAUSE

AFTER ALL

WE ARE PERFECT

SUMMARY

The end goal of this series of PAK's is to help the participant produce three products:

1. *An improved statement of goals.*
2. *A priority list of validated needs.*
3. *An operational philosophy*

The first two products are accomplished together and quickly at the beginning as a continuation of steps taken in earlier PAKs.

The third requires more steps which include building a "values bank" and writing a statement of operational philosophy. The expansion of the form helps to check for internal consistency.

Finally, some suggestions are given to help the participant get started with the task.

SELECTED REFERENCES FOR FURTHER STUDY

1. Basic Planning - Next Step. Salt Lake City, Utah: Worldwide Education and Research Institute, 1970.
2. Comprehensive Planning in State Education Agencies. Denver, Colorado: Colorado Department of Education, 1968.
3. Needs Assessment. Salt Lake City, Utah: Interstate Educational Resource Services Center, October, 1971.
4. Needs - Assessment - A Check-Up on Student Learning. Long Beach California: Instructional Systems Group, 1971.
5. Needs Assessment - Source Book. Salt Lake City, Utah: Worldwide Education and Research Institute, 1971.
6. School Improvement Process, Denver, Colorado: Colorado Department of Education, June 1971.

Appendix A

FACILITATOR'S GUIDE FOR GROUPS

Each PAK has been organized around a fundamental and widely recognized generalization of how people learn. Learning occurs more efficiently when an overview is presented first. Succeeding learning experiences then take the person deeper into each concept adding more specific details. There may be several levels of exposure until real expertise is developed.

Workshop Specifications

- | | | |
|------|-----------------------------|--|
| I. | Time Required: | Two hours |
| II. | Facilities | One room for each 24 participants. Participants to be seated at tables (maximum of six per table). Rooms should provide adequate accoustics and physical comfort suitable for a workshop session. |
| III. | Equipment & Material Needs: | One overhead projector and viewing screen per room

Power extension cord (1 per room)

Transparency sheets

Grease pencils

Butcher paper

Masking tape

Chalkboard, chalk, eraser

Name tags (if necessary) |

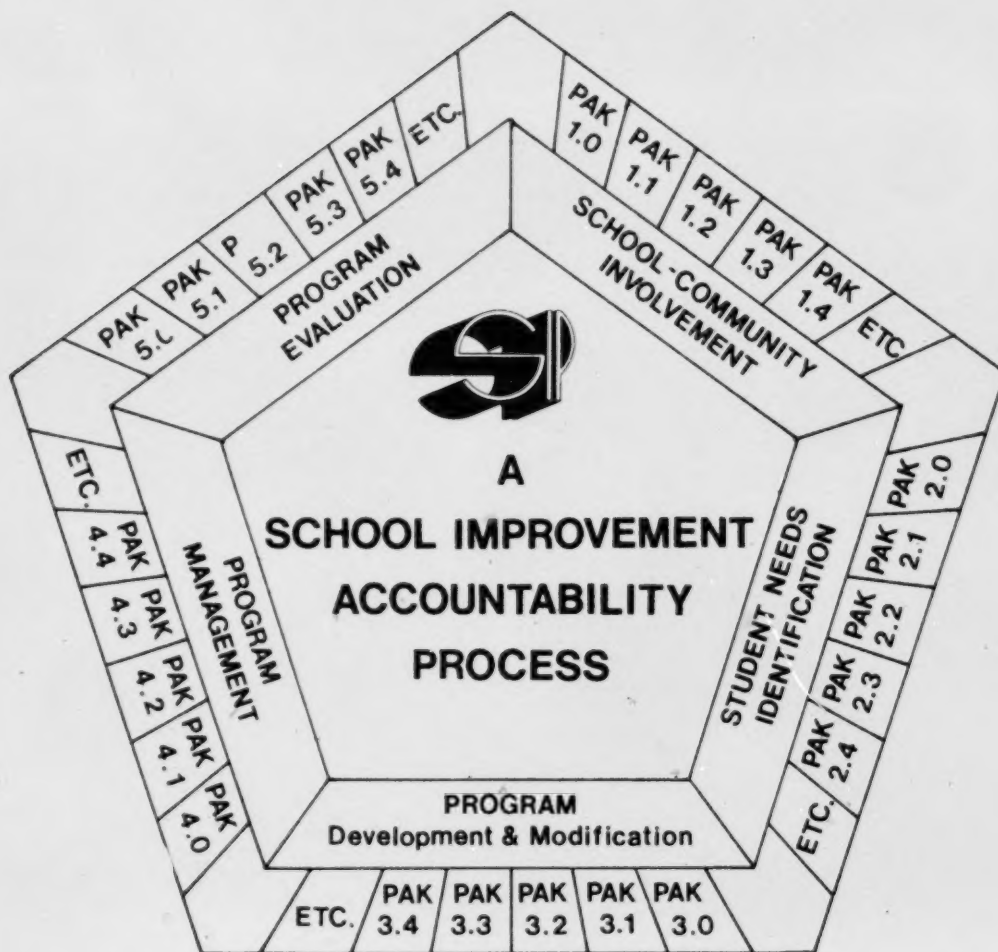
WORKSHOP ACTIVITIES

The following sequence of activities is suggested and may be modified at your discretion:

1. 20 min. Have the participants read materials through the Summary page. Share reactions and questions.
2. 40 min. Have them do exercise on page B - 1, using a copy of that page.
3. 40 min. Share operational philosophy statement with members of the group. Check for consistency with the stated goals, the need and the values. Have statements been included that relate to all the goals or does it need additional statements?
4. 20 min. Call attention to the Summary, page 12. Remind participants to complete the PAK critique form and turn it in to you. Have the participants take the post-test, page 13, and score their own answers. Share reactions and questions.

NOTE: As quickly as possible, review the critique forms for feedback information that may be helpful during other workshops.

Total time: approximately 2 hours



APPENDIX B

Given the following information, write a one or two paragraph statement of operational philosophy.

DISTRICT GOALS: (relating to the example on page 9.)

- 1. Students should acquire abilities to cope with change.*
- 2. Students should understand and appreciate the contribution of ethnic and racial groups different from their own.*
- 3. Students should develop to the fullest their talents, sense of self-worth, and their feeling of responsibility to others.*
- 4. Students should acquire communication skills - reading, writing, speaking and listening.*
- 5. Students should acquire math skills that will enable them to function successfully in daily life and on the job.*

As a result of a Student Needs Identification study, the need given in the example appearing in the text of this PAK on page 9 was determined to be extremely critical. Using this example page, write your operational philosophy. Check for internal consistency with the goals above and the values given in the example.

OPERATIONAL PHILOSOPHY

PAK #

(Please fill in number)

PAK CRITIQUE FORM

Please give your assessment and comments on the following:

PROGRAM ELEMENT	OUT- STANDING	VERY GOOD	FAIR	POOR	VERY POOR	COMMENTS
1. The quality & relevance of the subject matter.						
2. The appropriateness and usefulness of the instructional materials.						
3. The timing or sequencing of the various items presented.						
4. The directing and assistance given on the exercise.						

Other comments or suggestions for improving this PAK:

If this PAK was used as part of a WORKSHOP training session, then please also complete the following:

PROGRAM ELEMENT	OUT- STANDING	VERY GOOD	FAIR	POOR	VERY POOR	COMMENTS
5. The deployment, grouping or planned interaction of the participants.						
6. The productivity and/or usefulness of the individual work session(s).						
7. The comments or assistance given to you on your selected problem.						